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ABSTRACT

GRADES OR AGES: Kindergarten. SUBJECT MATTER: Health education. ORGANIZATION AND PHYSICAL APPEARANCE: This guide is illustrated with drawings and bound in a spiral binder. It is divided into five "strands" or topics: Physical Health; Sociological Health Problems; Mental Health; Environmental and Community Health; and Education for Survival (safety and first aid). Each strand presents important concepts, suggested discussion highlights, activities, and resources. OBJECTIVES AND ACTIVITIES: Activities are listed for each strand. This guide develops ideas of self-concept and the connection between the individual and the group, especially as they concern health, safety, and well-being. INSTRUCTIONAL MATERIALS: Recommended books and films are listed for each strand under the heading "Resources." STUDENT ASSESSMENT: No provision. OPTIONS: None provided. (JA)

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SYOSSET PUBLIC SCHOOLS
HEALTH CURRICULUM GUIDE

KINDERGARTEN

SYOSSET PUBLIC SCHOOLS

SP 007 666

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OPTIMAL HEALTH THROUGH LEARNING

Strand I	Strand II	Strand III	Strand IV	Strand V
PHYSICAL HEALTH	SOCIOLOGICAL HEALTH PROBLEMS	MENTAL HEALTH	ENVIRONMENTAL AND COMMUNITY HEALTH	EDUCATION FOR SURVIVAL
Health Status Nutrition Sensory Perception Dental Health Disease Prevention and Control	Smoking Drugs and Alcohol	Personality Development Sexuality Family Life Education	Environmental and Public Health World Health Consumer Health	Safety First-Aid and Survival Education

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Health is not merely the absence of disease but a state of physical, social and emotional well-being. Our goal is to guide the student toward achievement of optimum health by developing positive feelings about himself and others and to enhance his ability to cope with life situations.

HEALTH STATUS

CONCEPT

TO UNDERSTAND THAT HEALTH IS CONCERNED WITH HOW WE LOOK, HOW WE FEEL AND HOW WE ACT.

Discussion Highlights	Activities	Resources
How many hours of sleep does a kindergarten child need for the growth and rebuilding of his body?	Make clock charts - show bedtime and time a kindergarten child should get up in order to have enough time for adequate preparation for school.	Pictures P 222 A bath a day. P 225 Clean clothes. What we do day by day. Study print 1. Study print 12. (available in each school library).
What are the things we should do to prepare ourselves for sleep - warm bath, quiet time, avoidance of over-stimulating T.V.	Have children bring in a T.V. schedule and make a list of the shows students view in the evening hours.	Bradbury, Ray Switch on the night. Cole, William Frances face-maker. Schneider, Nina While Susie sleeps.

		Sharmat, Marjorie Goodnight Andrew, goodnight Craig.	HEALTH STATUS
What types of clothing are suitable for work, play, and different kinds of weather?	Have children prepare a fashion show of the seasons - this can be presented to parents or other grade levels. Use flannel boards and have children change the clothing to suit the weather or use "What's wrong here?" approach by making unsuitable combinations of clothing with weather or activity. Have student make the correct adjustment. Collect pictures of clothing appropriate for school.	Zolotow, Charlotte Sleepy book. Picture What we do day by day. Study print 4. (available in each school library).	
What are the things we should do to prepare ourselves for school? Check points - hair, face, nails, teeth, ears, clothing and shoes.	Make a mobile of grooming items - comb, brush, washcloth, soap, etc. Make a T. V. Box on grooming.	Record D 160 Learning basic skills through health and safety.	

NUTRITION

CONCEPT

THE KINDS OF FOOD WE EAT WILL AFFECT THE WAY WE LOOK, FEEL AND ACT.

Discussion Highlights	Activities	Resources
Identify nutritious foods - meat, vegetables, fruit, cereals, and dairy.	Bring in pictures of foods.	Record D 160/Cassette C 117 Learning basic skills through health and safety.
How do we feel when we are hungry?	Make a spinning wheel with the words meat, fish, vegetable, milk, bread and cereal. Have a student spin the wheel and then select a picture of a food in the catagory indicated by the dial.	Transparancies TR 130 - The meat and egg group. TR 131 - The fruit - vegetable group. TR 132 - The dairy group. TR 133 - The bread - cereal group.

What are some good snack foods?

Have a tasting party made up of good snack foods.

Have a "Bunny Party". Make a pair of rabbit ears for each student. Select a menu for the party consisting of foods enjoyed by bunnies.

Take a field trip to a farm stand.

Hoban, Russell
Bread and jam for Frances.

SENSORY PERCEPTION

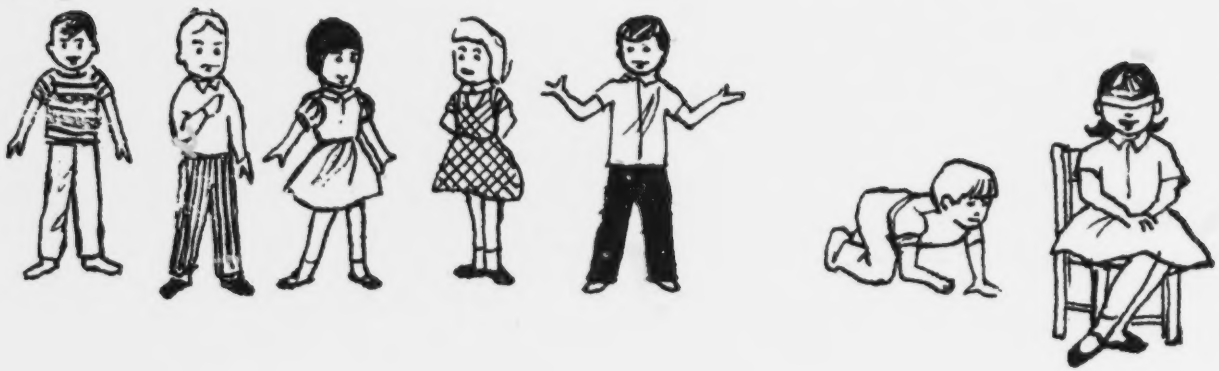
CONCEPT

OUR SENSES ARE OUR KEY TO LEARNING ABOUT THE WORLD AROUND US.

Discussion Highlights	Activities	Resources
Through activities guide the students towards a simple understanding of the role our senses play.	Blindfold a student and have him identify various sounds, i.e., whistle, knock on door, bell, note on piano, etc....	Brown, Margaret Wise The indoor noisy book.
		Brown, Margaret Wise The summer noisy book.
	Games: Pin the Tail on the Donkey Blind Man's Bluff Dog With A Bone (one student is blindfolded and another student attempts to creep up and take the bone without being detected).	

Hold up a picture and have a student attempt to make the sound that goes with the picture, i.e., train, dog barking, footsteps, telephone, etc....

Ask the music teacher to come to the classroom and involve the children in rhythmic activities.

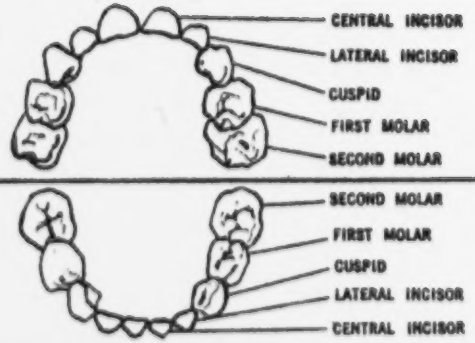


DENTAL HEALTH

CONCEPT

TO DEVELOP A FAVORABLE ATTITUDE TOWARDS CARING FOR THE TEETH.

Discussion Highlights	Activities	Resources
Why are teeth necessary?	Draw pictures of teeth.	Greene, Carla I want to be a dentist.
How does the dentist help us care for our teeth? (include the equipment used)	Arrange a trip to a dentist or role play a trip to the dentist.	Record D 160/Cassette C 117 Learning basic skills through health and safety.
What is the proper toothbrushing technique?	Invite the nurse-teacher to the class to demonstrate the proper toothbrushing technique.	



APPROXIMATE AGE FOR ERUPTION AND SHEDDING OF PRIMARY TEETH

(Wide variation among children is normal.)

Upper	Eruption		Shedding	
Central incisor	7½	months	7½	years
Lateral incisor	9	months	8	years
Cuspid	18	months	11½	years
First molar	14	months	10½	years
Second molar	24	months	10½	years
Lower				
Central incisor	6	months	6	years
Lateral incisor	7	months	7	years
Cuspid	16	months	9½	years
First molar	12	months	10	years
Second molar	20	months	11	years

DISEASE PREVENTION AND CONTROL

CONCEPT

TO UNDERSTAND THE RELATIONSHIP BETWEEN THE HEALTH OF THE INDIVIDUAL AND THE HEALTH OF THE GROUP.

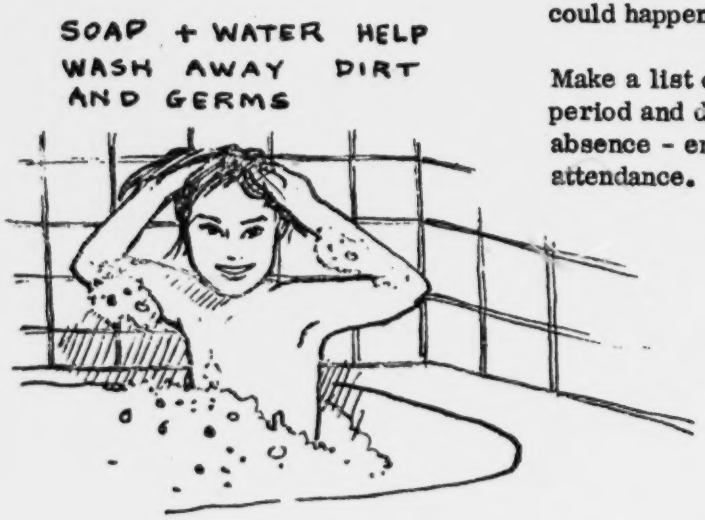
Discussion Highlights	Activities	Resources
What are some of the things we should do to help ourselves and others stay well? i.e., wash hands before eating and after toileting, do not allow mouth or lips to touch nozzle on water fountain, carry tissues and dispose of them properly.	Wearing a pair of clean white gloves wipe your hands over a surface and show the dirt which has accumulated. Wipe off a surface with a cloth. Then rub the same area with an alcohol sponge and note the accumulation of dirt on the sponge. Ask the nurse-teacher to visit the classroom and demonstrate the proper handwashing technique and the proper use of the water fountain.	

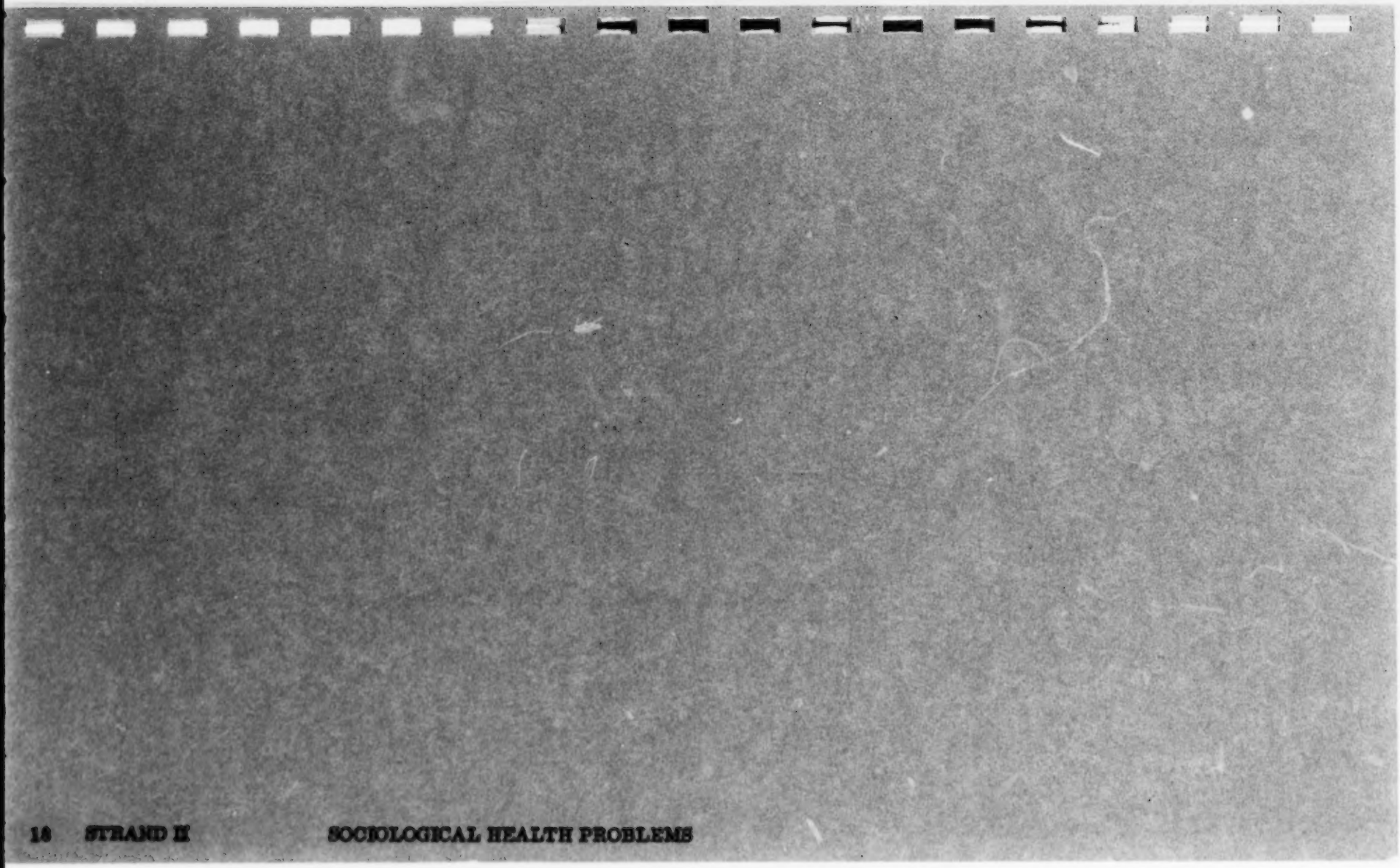
Visit the health office and have the nurse-teacher discuss signs of ill health and the procedure for taking temperature.

With the use of puppets, "Healthy Harry" and "Sick Sam", have the children talk about what could happen if a sick child comes to school.

Make a list of the absentees for a two-week period and discuss the reason for their absence - emphasize improved health not attendance.

Leaf, Munro
Health can be fun.





DRUG EDUCATION

CONCEPT

WHATEVER WE TAKE INTO OUR BODIES WILL HAVE SOME AFFECT ON OUR WELL-BEING.

Discussion Highlights

Identify edible and non-edible substances.

EDIBLE	NON-EDIBLE
Food, fruits, veg., meats.	Leaves, flowers, dirt, rocks, household cleaners, detergents.
Medicine (given by parent or doctor).	

Activities

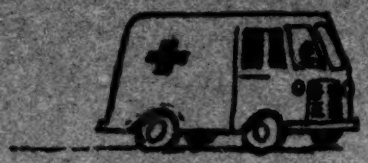
Bring in empty containers from edible and non-edible items, and make a mobile of edible and a mobile of non-edible items.

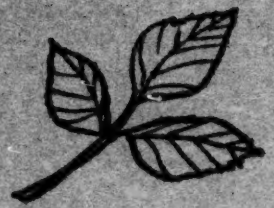
Resources

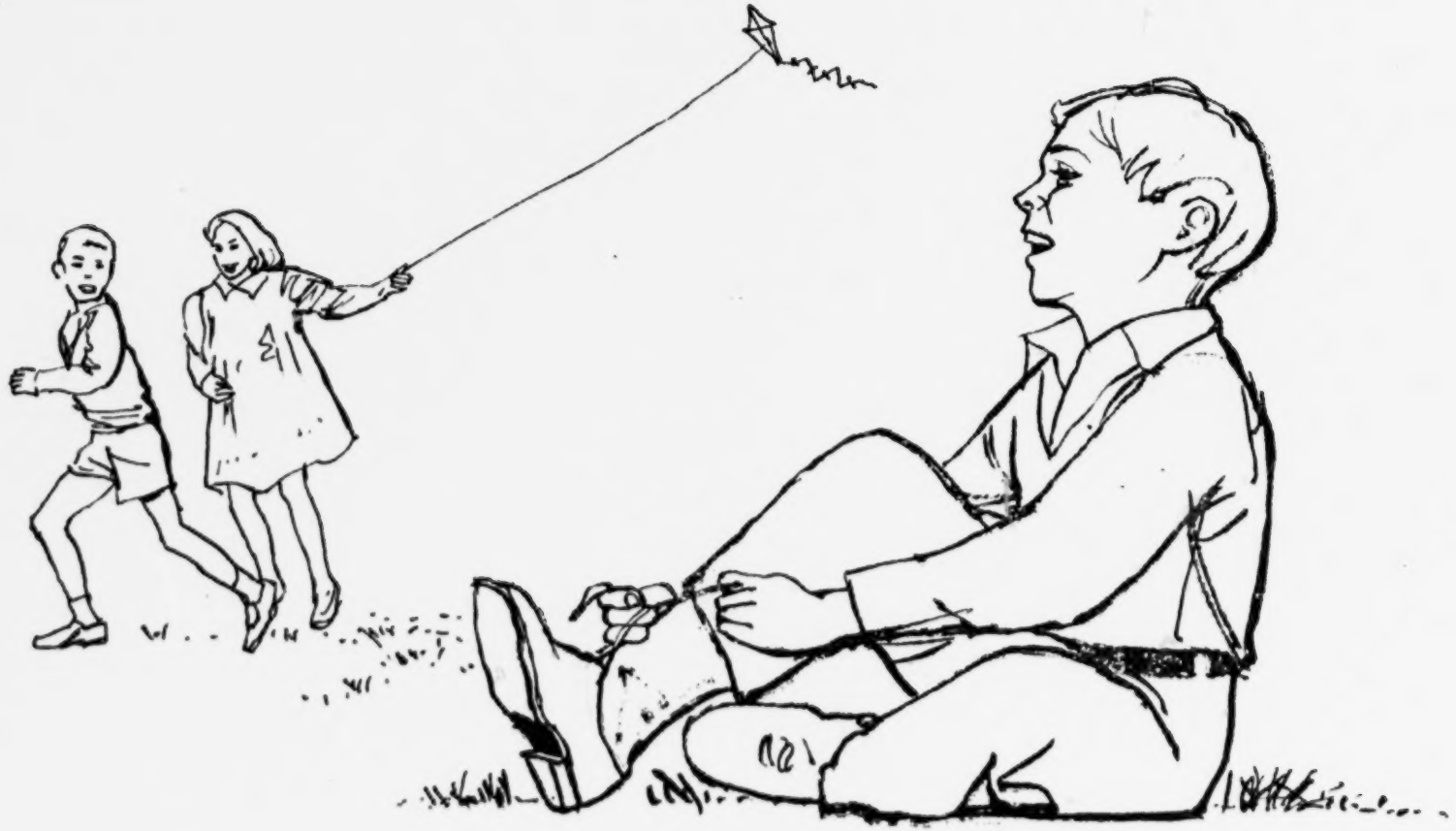
Filmstrip
FS-1199 Watch what you eat. with record/cassette

Filmstrip
FS-1295 Algernon the ambulance. with record/cassette.

Point out the EFFECT of putting a non-edible substance into the mouth and swallowing it. i.e. - upset stomach, burning of the mouth, body rash.







SEE FAMILY LIFE CURRICULUM GUIDE

ENVIRONMENTAL AND PUBLIC HEALTH

CONCEPT

EVERY INDIVIDUAL IS PART OF HIS ENVIRONMENT AND HIS ACTIONS HAVE AN EFFECT ON THE ENVIRONMENT.

Discussion Highlights	Activities	Resources
What happens when we spill something? When we drop something?	Develop with the children a list of necessary classroom housekeeping tasks. Periodically rotate the children's assignments.	Picture What we do day by day. Study print 7. (available in each school library).
What do we do when we finish playing with toys?	Have class make a litter basket for the room. Suggestion - make this in the form of an animal and call it "Litter Bear."	
What happens to old or broken toys?	Tour school building and take note of appearances.	

"LITTER
BEAR"

WORLD HEALTH

CONCEPT

USE THE UNICEF FILM (SHOWN AT HALLOWEEN) AS A VEHICLE FOR DISCUSSION WITH STUDENTS AS TO HOW THEY CAN HELP OTHER CHILDREN THROUGHOUT THE WORLD.

WORLD HEALTH

SAFETY

CONCEPT

TO UNDERSTAND THAT SAFE PRACTICES ARE NECESSARY TO AVOID ACCIDENTS.

Discussion Highlights	Activities	Resources
Fire: Why is the fire drill very important? How is it designed for the protection of the students and personnel?	Have children visit the fire house. With your principal, arrange for a fire drill.	Averill, Esther The fire cat.
	Tour the school building and point out the fire alarms and the fire extinguishers.	Greene, Carla I want to be a fireman.
Water: We cooperate with the lifeguard by obeying the rules of the beach and/or pool.	Have the lifeguard visit the classroom and talk with the children. (This can be arranged by contacting Mr. Murtogh at the High School.)	
The lifeguard is there to help us if we are in trouble.		
Have children discuss any experience they have had with lifeguards.		

Environmental: Proper use of playground equipment is important.

Ask the physical education teacher to take the students on a tour of the playground and demonstrate the proper use of all equipment. Emphasis should be placed on consideration of others while at play.

Demonstrate how to stack large building blocks in order to make them safe for climbing. Let the children determine what to build. Then working together let them build a car, boat, or building.

Leaf, Munro
Safety can be fun.

Film
F-423 Safety as we play.

It is important to be careful on the way to and from school

Have pupils make traffic signs of red, yellow and green. Explain their meaning. Have them practice what to do when each color appears.

Lenski, Lois
Policeman small.

MacDonald, Golden
Red light, green light.

Bus Drill: As a matter of policy, teachers will be asked to participate in bus safety program each year at each grade level.

FIRST AID

CONCEPT

TO FAMILIARIZE THE CHILDREN WITH THE PROCEDURE OF FIRST AID.

Discussion Highlights	Activities	Resources
Minor cuts can be treated immediately by cleansing with soap and water.	Demonstrate the proper cleansing of minor cuts with soap and water.	
All injuries should be reported immediately to an adult.	Illustrate by role playing what one does if an injury is received in the playground at school.	

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Schneider, Nina. While Susie sleeps. Young Scott, 1948.
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Zolotow, Charlotte. Sleepy book. Lothrop, 1958.

AUDIO-VISUAL MATERIALS

FILMSTRIPS

FS 1199 Watch what you eat. With record/cassette. Cathedral Films, 1971.
FS 1296 Algernon, the ambulance. With record.

RECORDS

D 160 Learning basic skills through health and safety. Hap Palmer Records.

TRANSPARENCIES

Foods and your health series. Millikin, 1969.

TR 130 The meat and the egg group.
TR 131 The fruit and vegetable group.
TR 132 The dairy group.
TR 133 The bread-cereal group.

PICTURES

Good health ideas series. Society for Visual Education, 1972.

P 222 A bath a day.
P 225 Clean clothes.

What we do day by day series. National Dairy Council, 1969.

Study print 1
Study print 4
Study print 7
Study print 12

Available in each school library.